

1993

National Ed.D. Program for Educational Leaders 1993-1994 Catalog

Nova Southeastern University

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NATIONAL Ed.D. PROGRAM FOR EDUCATIONAL LEADERS

1993-1994 Catalog
Includes Application and Admission Forms

ABRAHAM S. FISCHLER CENTER FOR
THE ADVANCEMENT OF EDUCATION

CALIFORNIA DISCLOSURE

"Any questions or problems concerning this institution which have not been satisfactorily answered or resolved by the institution should be directed to the Superintendent of Public Instruction, State Department of Education, Sacramento, California 94244-2720."

Amendment to refund policy:

In keeping with CAC Section 18805 requiring a three (3) day cooling off period, Nova University will void a student's enrollment commitment and return any monies paid the University provided the student notifies the University in writing of intent to withdraw ten (10) days after signing an admissions application.

INDIANA DISCLOSURE

**"This institution is regulated by:
The Indiana Commission on
Proprietary Education
302 West Washington Street, Room 201
Indianapolis, IN 46204.**

**"In-State Toll Free Number (800) 227-5695
or (317) 232-1320."**

SOUTH CAROLINA DISCLOSURE

**"Licensed by the Commission on Higher Education
1333 Main Street, Suite 200
Columbia, South Carolina 29201. Telephone (803) 263-6260."**

NATIONAL Ed.D. PROGRAM FOR EDUCATIONAL LEADERS

1993-1994 Catalog

Policies and programs set forth in this catalog are effective through June 30, 1994. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova University administration.

The University recognizes that individual programs require differing time limits for the completion of academic studies leading to a degree. Therefore, the time frame is a matter within the discretion of each academic program. All program/center catalogs, bulletins, and handbooks must carry this information.

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, (1866 Southern Lane, Decatur, Georgia 30033-4097, telephone (404) 760-4500) to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University admits students of any race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin.

Nova University is a member of the American Association of Colleges for Teacher Education.

President's Message

Nova University has distinguished itself as an innovative, student-oriented private institution. The University's growth in just over a quarter-century has been remarkable, and equally impressive are its ambitious plans for expansion of both its academic programs and physical plant.

Several new construction projects on the main campus in Fort Lauderdale have recently been completed, including the Law Center's Leo Goodwin, Sr., Hall; a new dormitory; a state-of-the-art science laboratory; a central services building; and additions to the student center, the University School, and the Ralph J. Baudhuin Oral School. Nova has an exciting new "look"—in keeping with a progressive institution conscious of its commitment to future generations and its role in society.

At a time when many universities and colleges are experiencing funding constraints and cutbacks, it is heartening to know that Nova is prospering and looking to the future. Among the reasons for this growth is Nova's adherence to its mission of educating professionals in an ethical manner, while placing the student at the center of the educational process.

With an outstanding faculty, new facilities, and dedicated trustees and administrators, Nova is well positioned to continue its expansion into the 21st century.



*Stephen Feldman, Ph.D.
President
Nova University*

The University

NOVA UNIVERSITY is an independent, nonsectarian, nonprofit university chartered by the state of Florida in 1964. It is located on a 200-acre main campus west of Fort Lauderdale at 3301 College Avenue in Davie, 10 miles inland from the Atlantic Ocean and easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. Additional locations are in downtown Fort Lauderdale, Coral Springs, and Port Everglades. Its nine centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, and business and public administration. As an acknowledged leader in field-based degree programs, Nova offers courses of study leading to the bachelor's, master's, educational specialist, and doctoral degrees in education, in business and public administration, in psychology, and in physical, social, and computer sciences.

The Family and School Center is a community resource that provides education and therapeutic services for families and their children. The center comprises three units: the University School, the Ralph J. Baudhuin Oral School, and the Family Center. The University School is a demonstration school serving children from preschool through high school, preparing them in the upper grades for college. The Baudhuin Oral School provides programs for children with specific learning needs and/or hearing disabilities. The Family Center provides a spectrum of family-related programs designed to promote positive interaction between parents and children.

From the beginning, the University has distinguished itself by its innovative outlook, its unique programs that provide both traditional and nontraditional choices in educational programs, and its research in many fields aimed at solving problems of immediate concern to mankind.

Nova University's centers and programs share a common mission—to educate students for leadership roles in a variety of professions, such as law, education, psychology, business and public administration, oceanography, and computer and information science. In the Nova University educational continuum, preprofessional training begins as early as the University School, continues through the college level, and culminates in the various centers for

professional studies. Through the Nova University Educational Plan, students master appropriate skills and disciplines at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

"The Nova Plan" stresses the critical relationship between theory and practice; it reinforces and tests the classroom experience through applied research and community service as integral parts of academic experience. Consistent with its mission, Nova University extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. Nova also delivers programs through a variety of educational technologies, including telecommunications. Nova University is committed to the idea that education should not be timebound or placebound. Through its educational offerings, research projects, and programs of public service, the University encourages the free exchange of ideas and the search for knowledge that is the cornerstone of the academic tradition.

Mission Statement

Nova University provides educational programs of distinction from prekindergarten through the doctoral level at times and in locations convenient to students, prepares students for leadership roles in business and the professions, encourages research and community service, and fosters an atmosphere of creativity and innovation utilizing technology where appropriate.

**Come to our campus offices or call
toll free for program information
8:30 A.M. - 5:00 P.M., Monday-Friday:**

Broward County, Florida (305) 475-7363

Dade County, Florida (305) 940-6447,
Ext. 7363

United States (800) 986-3223,
and Canada Ext. 7363

The Abraham S. Fischler Center for the Advancement of Education

The Abraham S. Fischler Center for the Advancement of Education is dedicated to the training and continuing support of teachers, administrators, trainers, and others working in education and related helping professions. These practitioners serve as the bridge between the knowledge base in education and the quality of education experienced by their students. The Center hopes to fulfill its commitment to the advancement of education by serving as a resource for practitioners and by supporting them in their self-development.

In accomplishing its mission, the Center offers educational programs designed to meet the needs of the practitioner and makes a special commitment to provide educational programs in those geographic areas in which there are few resources for the training and professional support of practitioners.

Because of its commitment to the working professional, the Center offers alternative delivery systems for education that are adaptable to practitioners' work schedules and locations. Center programs reflect and anticipate the needs of practitioners to become more effective in their current positions, to fill emerging roles in the education field, and to be ready to accept changing responsibilities within their own organizations. The Center also aids professional educators in achieving personal goals, including certification requirements.

The Abraham S. Fischler Center for the Advancement of Education offers:

At the master's or educational
specialist level—

- M.S. in Child Care Administration
- M.S. in Child and Youth Care
Administration
- M.S. in Elder Care Administration
- M.S. in Family Support Studies
- M.S. in Speech-Language
Pathology
- The GEM Program, M.S. and
Ed.S. for teachers

At the doctoral level—

- Ed.D. in Adult Education
- Ed.D. in Child and Youth Studies
- Ed.D. in Computing and Technology
- Ed.D. in Educational Leadership
- Ed.D. in Higher Education
- Ed.D. in Health Care Education
- Ed.D. in Vocational, Technical,
Occupational Education

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This catalog provides the framework for your program. Please become familiar with the policies and procedures listed within. Failure to read this catalog does not excuse students from the rules and procedures contained in it. Personal factors, illness, and contradictory advice from any source are not acceptable reasons for seeking exemption from the provisions in this catalog.



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JOHNNIE PERRY
Administrative Secretary

National Ed.D. Program for Educational Leaders

Purpose and Overview of the Program

The goal of the program is to improve the nation's schools. The means for achieving this goal is to improve the leadership skills of school administrators through an innovative doctoral program consisting of study, assessment, and action.

In designing a program to meet the needs of school administrators, Nova was guided by several overall considerations. First of all, it was Nova's intention to develop leadership skills that would be applied immediately to the solution of real problems in the schools. A major objective was to create a program for the exploration of new approaches to the improvement of elementary and secondary schools through a focus on real-life situations and school problems.

While the goals of the Nova program are similar to those of some more traditional programs, the methods developed to attain them are different. Traditional programs take their students out of the very school setting they seek to improve. That has been one of the underlying reasons for the irrelevance of most university programs to the urgent question of educational leadership. Nova decided not to go along with the usual practice of isolating students from real-life situations. Nova brings the resources of the campus to the student. This permits participants to formulate a pattern of study and pursue their degrees at a pace harmonious with their job responsibilities. It also brings national resources to the local community in a way no local program can.

The basic design of the program permits participants to work alone and with colleagues organized into local clusters. Outstanding scholars and practitioners drawn from universities and educational systems all over the country provide a national point of view through systematic interaction with participants, colleagues, and lecturers from other

areas and backgrounds. Annual summer meetings called Summer Institutes bring participants together for exchanges with one another, Nova staff, academicians from other disciplines, and leaders in the political world. There is no experience in graduate education equivalent to the Summer Institute.

School leadership requires a broad knowledge of social, political, and economic forces at work in the society. Too-narrow concentration on mechanical or logistical problems tends to perpetuate parochialism and failure of leadership. A program has therefore been fashioned that brings expertise and breadth of learning to participants. The behavioral sciences and related disciplines have been integrated and focused on the roles of administrators in the school system. Practicum projects based on actual problems within the sphere of influence of the individual participant are also an innovative and essential part of the program. The school systems in which Nova participants are administrators constitute a national laboratory in which practicum projects are explored, tested, implemented, and evaluated.

Leadership is a central focus of the program. To address this concept in a meaningful way, the program has invested heavily in the development of a procedure for evaluating the leadership attributes of participants. The Educational Leadership Appraisal (ELA) system has been especially developed by the Educational Research Corporation of Watertown, Massachusetts, to provide such an analytical tool. This appraisal system has proven to be without built-in bias toward any known dimension—age, sex, ethnicity, or culture. After some pilot tests with several clusters, it is now incorporated as a central element of the Appraising Leadership in Education study area. In addition to providing diagnostic information for individual participants, ELA holds promise for influencing leader behavior, adding to the base of information on educational leadership and formulating programs for school administrators.

Program Recognition

In 1981, the American Association of School Administrators introduced a competition open to all university programs seeking to prepare school administrators. Criteria for determining which program to identify as "outstanding" were (1) the degree to which the education of school children could be shown to be improved through the work of graduates of the program; (2) the degree to which the philosophy of the program was carried out through the actual goals and procedures of the program; (3) the demonstrated impact of the program in improving the performance of administrators in the field; and (4) the place of social science knowledge in shaping the learning experience of graduate students. Universities competing for

the award were evaluated by a panel of administrators and professors on the basis of a written report and documentation and also on the basis of a presentation at AASA's annual convention.

The National Ed.D. Program for Educational Leaders entered the competition in 1982 and was rewarded by being selected as recipient of the AASA Outstanding School Administrator Preparation Program Award for that year.

Participants and the Cluster Concept

Participants. Since 1972, the term "participant" has been used to refer to administrators admitted to the National Ed.D. Program for Educational Leaders. The term was chosen to demonstrate the program's aspirations; it has been continued because it reflects the spirit of cooperative learning characterizing the program and is descriptive of the relationship of "students" to the program. As is noted elsewhere, participants are typically in their 40s and have responsible positions in education. They expect, and are encouraged to expect, to participate fully in all dimensions of their graduate experience: educational, social and political, historical, and developmental.

Local Clusters. The local cluster is a key organizational and educational component of the program. Physically, a cluster is a cohort of about 25 administrators, living and working in proximity to one another, who enroll in the program at a given time. Educationally, the cluster is a cohort of administrators organized to share their professional expertise, to provide social support and encouragement, and to further relationships that will facilitate their efforts to improve schools long after they have graduated.

The local cluster meets formally with the national lecturer as scheduled and with the program staff and local resource people as arranged over the three years of the program. With the budget provided, the local cluster provides an identity in the area and a reference point for participants and others.

In selected locations, some clusters operate as continuing clusters. In these cases, 7 to 12 participants are admitted each autumn. This pattern enables a cohort of 7 to 12 people to complete the program each year, making room for the newly admitted participants.

Cluster Coordinators. Every cluster is under the direction of a coordinator who provides overall direction and, especially at the outset, forceful leadership to the cluster. The coordinator serves many roles: ombudsman for participants, liaison with the program staff and national lecturers, identifier of local resources, stimulator of cluster activities, and general executive secretary of the cluster.

Since leadership cannot be developed without the experience of responsibility through decision making, Nova regards participant control of cluster activities as an important goal. The coordinator serves as an expeditor and motivator of participants, but he or she continually attempts to shift the responsibility for expediting and organizing cluster activities to the participants.

Admission Requirements

Participants with intelligence and a penchant for action and positive change are sought for the National Ed.D. Program for Educational Leaders. While admission standards are no less rigorous than those of traditional doctorate-granting institutions, they have been developed to carry out the special objectives of the Nova program. Accordingly, admission to the program requires a master's degree from a regionally accredited institution, current employment in an administrative position, administrative certification (when appropriate), and three letters of recommendation from persons knowledgeable about the candidate's administrative performance and leadership. An interview with a staff member and a writing sample are also required as part of the admissions procedures. For an applicant to be considered for an official admission, the following credentials must be submitted: completed application form, master's transcript, evidence of professional certification, and letters of recommendation. Applicants for clusters meeting in South Carolina and Georgia must submit the results of the Graduate Record Examination (GRE), submit a writing sample, and meet with the faculty member for a preadmission interview. An application fee is also required for all applicants.

Applications are received and considered throughout the calendar year. Therefore, there may be a period of several months between the time an applicant is admitted and a new cluster is formed and merged into the schedule. The formation of a cluster is determined by interest expressed within a limited geographical area. A minimum of 22 qualified admitted candidates is required to start a cluster.

In making admissions decisions, the Program will take into consideration the applicant's academic ability and may also consider creativity, talent, and character. If determined not to be in the best interest of the Program because of past academic record or personal misconduct, admission may be denied.

Application materials and other information may be found in this catalog. If you have any questions, please contact the National Ed.D. Program for Educational Leaders, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, or call (305) 475-7363 or toll free (800) 986-3223, Ext. 7363.

Transfer of Credits

The credit transfer policy of the National Ed.D. Program for Educational Leaders is as follows:

A maximum of six semester hours of credit will be considered for transfer if the credit was earned within three calendar years of the request for transfer, the credit was post-master's work earned as a matriculated student in an accredited doctoral program, and the content of courses being transferred was equivalent in content to Nova University courses.

No credit for life experience or other forms of advanced standing will be considered.

Credits earned at Nova University are transferable only at the discretion of the receiving school.

Certification

The Educational Leaders program is intended for "incumbent school administrators" and, consequently, requires that certification appropriate to one's present administrative position be achieved prior to admission. Because certification requirements for administrative positions vary greatly from state to state, the program does not guarantee that earning the Nova doctorate will fully satisfy the certification requirements for any specific position.



Clusters and Coordinators

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Phoenix

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Potomac

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Academic Requirements

Graduation Requirements and Grading System. To graduate, a participant must (1) satisfy the expectations of the Senior National Lecturer in each of the eight study areas; (2) satisfy the expectations of the practicum advisory staff in the required practicum and be given a passing grade for the practicum report; (3) attend and participate actively in two Summer Institutes; and (4) meet all financial obligations to the University.

A Pass/No Pass grading system is used in evaluation of participants' work in both practicums and study areas. Every study area and every practicum must receive a Pass grade in order for a participant to graduate.

Procedures. Each participant must earn a grade of Pass for each study area in order to graduate from the program.

If a participant receives a No Pass in a study area in which a final exam is required, he or she may be given the opportunity to take a make-up examination, which will be constructed by the Senior National Lecturer and scheduled and administered by an exam monitor. Ordinarily, the first opportunity to schedule the make-up examination will be in three months, when participants taking the study area in the subsequent term are scheduled to take their examination.

If a participant receives a No Pass on the make-up examination, he or she will be permitted to enroll in the study area for a second time. Retaking the failed study area will entail making arrangements with the Program Office and the Cluster Coordinator at the new site, assuming all travel costs, and paying additional tuition during the term in which the study area is repeated. The additional tuition will equal one-fourth of the regular tuition charged for the term in which the study area is repeated.

If a participant receives a No Pass on the examination after retaking the study area, no make-up examination will be available. Receipt of a No Pass after retaking the study area will result in termination from the program.

If retaking a study area, the participant must finish it within one calendar year of receipt of the No Pass. A participant may retake only two study areas. If a participant fails the examination for a third study area, termination from the program will ensue.

Time Requirements and Program Time Limits. The program is designed to require three calendar years beyond the master's degree. Many students require some time in a fourth year to complete their work.

All participants must complete the program within a maximum of four and one half calendar years from the cluster start date. Four years and six months is the maximum time available to complete the program and earn the Ed.D. degree.

Rationale for Program Time Limits. Applicants to this program are required to be in administrative positions in order to be admitted. The attainment of such a position is evidence of leadership ability sufficient to deal with current conditions. No substitute measures currently available can estimate the potential of persons to obtain such influential roles. The importance of being in an administrative slot is further emphasized by the practicum requirements through which all candidates must carry out real-life projects for school and school system improvement.

This admission requirement obviously means that persons in the program are somewhat older than traditional program doctoral candidates who may have had little or no experience in the school. In fact, the average age of Nova candidates at the time of admission for this degree is 42.

If the program were to operate in the same manner as other programs, candidates would spend an average of seven years in attaining the degree, and the average age on completion would approximate 50. To handle this real problem and, we think, to cure one of the basic ailments in existing programs, the program is designed to be completed by most administrators in three years. A fourth year is provided to make possible degree completion for those who have had personal or program problems during the first three years.

The central difference between this program and traditional programs is its focus. Here, the candidates are required to improve themselves on the job. Because of the symbiotic relationship of career and program, participants are able to be highly productive without competing with one another. The tasks they perform are relevant to qualifying for the highest professional degree in education.

A vital aspect of on-the-job performance relates to completing efforts contracted for within the time available. The four-year deadline motivates candidates to achieve that goal. Graduates testify that one of the greatest benefits of the program is that they have learned from the absolute need to manage time effectively and that they have derived satisfaction from having performed tasks well and on schedule both on their jobs and in the program.

Attendance

Attendance is required at all lectures. Participants are required to attend each of the three lectures for the eight study areas, the three lectures in Practicum Research, and meetings for examinations on dates that will be established during the academic year. Absence from lectures can lead to termination from the program.

In the rare instance that an absence cannot be avoided, an equal and appropriate make-up experience/assignment will be required. Most often, this assignment will be to attend the missed lecture at another site. If alternate site attendance is not possible, a make-up assignment

will be provided by the Lecturer in cooperation with the Cluster Coordinator.

Participants should notify the Cluster Coordinator immediately if an absence is anticipated.

Tuition and Fees

Tuition. Tuition is \$6,300 per year (1993-94) for the first three years of the program, payable quarterly with each registration, plus a \$20 registration fee. Tuition beyond the third year is currently \$800 per term. The full tuition for all 66 credit hours is divided into three yearly tuition amounts. Therefore, three full years of tuition must be paid. If a participant completes the program in fewer than three years, the full three years of tuition is still required. Tuition rates are subject to change.

Costs Other Than Tuition. Attendance at two Summer Institutes is required for graduation. Participants must pay their own transportation and living expenses associated with attendance at the Summer Institute.

In addition, participants should expect to purchase required textbooks and sufficient books and learning resources to assure that, when they complete the program, they possess a good professional library.

Fourth-Year Fees. Tuition beyond the third year of the program is \$800 per three-month term.

Transcript Fees. The first transcript after graduation is provided free of charge. Subsequent transcripts cost \$5 each, payable in advance. Requests for transcripts must be made in writing to the University Registrar.

Tuition Hold. (delinquent payment)
A hold will be placed on Program services, posting of grades, or release of transcripts for participants whose tuition has not been paid. Registrations will be rejected and participants will not be entitled to attend any lectures until their account is in good standing. Those people whose accounts are seriously in arrears will be dropped from the program.

Refunds

Tuition for the term is due and payable at the time of registration. Participants who inform the Program Office, in writing, of their intent to withdraw will be entitled to a refund based on a partial payment schedule: withdrawal after the first session but prior to the second, 50 percent refund; withdrawal after the second session but prior to the third session, 15 percent refund.

In addition, Florida law provides that students have three working days from the date of signing an enrollment contract or financial agreement

with the University to request a cancellation of the contract in writing and receive a full refund of any tuition and registration fees paid. Further, a student shall receive a full refund of tuition and registration fees paid by the student prior to the commencement of instruction if the student submits a written request to the institution within three working days of the payment.

Financial Aid

Nova University's Office of Student Financial Aid administers comprehensive federal, state, institutional, and private financial aid programs. The purpose of these programs is to provide monetary assistance to students who can benefit from further education but who cannot do so without such assistance. Students interested in receiving a financial aid packet should contact the Office of Student Financial Aid at (305) 475-7411 or (800) 522-3243.

When to Apply for Financial Aid. It is recommended that students apply for financial aid well in advance of the date the funds will be needed because normal application processing takes 6 to 8 weeks and possibly up to 12 weeks. It is extremely important that students fill out all forms completely and correctly and that they respond promptly to all inquiries in order to prevent delays in processing. Awards are made only for the academic year. Applications are generally available each January for the following academic year. The priority deadline (April 1, 1993 for the 1993-94 academic year) is determined by the date the completed Need Analysis Form is received by the processor. Applications received after that date will be considered on a funds-available basis only. Students requesting financial aid for the summer term must complete a separate summer aid application that is generally available after January. The last day to apply for any financial aid for 1993-94 is May 1, 1994.

General Eligibility Requirements. In order to participate in the financial aid programs, a student generally must:

1. Be a U.S. citizen, permanent resident, or in the United States for other than a temporary purpose and be able to provide proof of such;
2. Be accepted for enrollment in an eligible program at Nova University;
3. Be making satisfactory progress in his or her course of study;
4. Not be in default of or owe a refund for any financial aid received previously;
5. Sign a Statement of Educational Certification; and
6. Be registered with Selective Service if required to do so by federal law.

Study Areas



KIMBERLY STOWBRIDGE
Administrative Assistant

General Description

The need for school administrators to have a broad understanding of the complex problems faced by school and society was critical to the selection of the specific substantive study areas required by Nova's National Ed.D. Program for Educational Leaders. The eight required substantive study areas were also chosen in order to provide school administrators with sufficient information and conceptual resources to improve school systems and individual schools. Consequently, it is stressed that this element of the instructional program may not be appropriate for all persons seeking graduate preparation. Those, for example, who are interested in careers as basic researchers or specialists in educational technology will find that other graduate programs are more appropriate to their needs.

The eight substantive study areas deemed necessary to the professional development of school administrators are Appraising Leadership in Education, Curriculum Development, Education Policy Systems, Evaluation, Human Resource Development, Management and Supervision, Research for School Improvement, and School Finance and Budgeting. Each study area was conceived to present a perspective rooted in traditional disciplines and provide breadth and interdisciplinary understanding. Within the eight substantive areas, many related topics are explored. Among them are school law, teachers' and students' rights, statistics, research, criticisms of educational systems, and proposals for school reform. Each substantive area is considered from local, state, and national points of view, and each is sufficiently flexible to accommodate special objectives of individual participants. Clusters are also encouraged to respond to critical issues in their own localities and to bring local authorities into the discussion.

National lecturers with rich backgrounds of academic achievement and practical experience are responsible for providing formal instruction. Working in concert with the Director, the Senior National Lecturer in each study area designs his or her own program of study, selects and monitors the performances of associate lecturers, and evaluates participants. Each study area includes three months of formal instruction. Formal instruction is conducted in daylong, intensive seminars under the general direction of the Senior National Lecturer who conducts the first seminar in a given study area on a Saturday, after which his or her associates conduct subsequent seminars. A month of independent study and cluster and subcluster work precedes, and intervenes between, the appearances of lecturers at a cluster. Such activities often go on for a month after the appearance of the last lecturer in a study area.

Presentations are designed to offer a historical perspective and a critique of the theoretical literature as well as current developments in a field. While the lectures include such substantive information, the emphasis is on development of perspectives and insights that help both the participant and the cluster to proceed on their own. Exploration of value questions is vital to all discussions. The study areas impose no dogmas on participants, but lecturers are explicit about their own value positions. The lecturers require participants to think through, articulate, and defend their own value positions on crucial questions.

Participants are evaluated on the basis of examinations, projects, or papers and must pass in all eight study areas. If a participant does not succeed in satisfying lecturer requirements on the first attempt, an additional opportunity to earn a passing grade may be provided under direction of the Senior National Lecturer.

Policy on Grades. After evaluating submitted work, Senior National Lecturers will award a grade of Pass (P), Incomplete (I) or No Pass (NP). The grade of Pass (P) will be assigned to work that fully meets the expectations of the Senior National Lecturer. The grade of Incomplete (I) will be assigned to work that partially meets the expectations of the Senior National Lecturer. The grade of No Pass (NP) will be assigned to work that does not meet the expectations of the Senior National Lecturer.

Senior National Lecturers will assign grades no later than 60 days subsequent to examination dates.

Participants who partially meet the expectations of Senior National Lecturers must fully meet those expectations no later than six months after receiving a grade of Incomplete (I). Failure to do so will result in the grade of Incomplete (I) becoming a No Pass (NP).

The grade of Progress (PR) will be assigned by the Practicum Office to acceptable units of practicum work that culminate in a final practicum report.

APPRAISING LEADERSHIP IN EDUCATION

ALLAN B. ELLIS

Senior National Lecturer

General Description. While every facet of the National Ed.D. Program for Educational Leaders is concerned with educational leadership, the particular focus of this study area is on procedures for the observation and depiction of leadership behavior in terms of its principal dimension. The purposes here are to encourage among the participants the habit of monitoring their own leadership behavior and to assist them in the formulation of personal strategies for their continued development as leaders. To achieve these ends, this study area focuses on three areas: the systematic observation and categorization of leadership behavior, the application of this process by each participant to a detailed self-assessment, and the generation, by each participant, of an Agenda for Professional Growth.

Instructional Methods and Materials. The primary mechanism for accomplishing this highly personal self-examination by each participant of his or her own leadership proclivities is a system called Educational Leadership Appraisal (ELA). ELA is a system consisting of a set of leadership dimensions, a comprehensive collection of problems, exercises, situations, simulations, and the like, based on these dimensions, and a carefully established procedure for observing and rating leadership performance on these dimensions. Prior to meetings with the National Lecturers, each participant will perform various ELA exercises. Then, a major portion of each cluster session will be devoted to a detailed review and examination of each ELA exercise to the end that each participant will become proficient in relating specific behavior to specific leadership dimensions, thereby developing the skills necessary for performing a rich self-appraisal.

Discussions, readings, analyses, laboratory-like training sessions, and small group projects are the other activities in which the lecturers and the participants will engage.

Evaluation Process. The national lecturers of this study area will not evaluate or judge the leadership strengths and weaknesses of the participants. That is the responsibility of the participants themselves. Rather, evaluation will center on the participant's ability to observe and support judgments of the leadership behavior of others, the scope and detail of the self-appraisal, the quality of proposed strategies for personal development, and the depth of analysis of readings and transcriptions.

National Lecturers: Barbara Jeanne Burdsall, Charles Danowski, Lloyd DuVall, Paulette A. Ebbs, Robert C. Miles, Edward Trauschke.

CURRICULUM DEVELOPMENT

LOUIS J. RUBIN

Senior National Lecturer

General Description. The study of curriculum is designed to familiarize participants with the various principles, generalizations, and issues related to instructional content. Emphasis is placed on alternative philosophies of educational purpose, differing teaching methodologies, and various approaches to organizing instruction. In addition to a general review of basic learning theory, the participant has an opportunity to develop a fundamental understanding of the relationship between societal and educational change, the processes by which educational change takes place, and the ways in which attitudes, beliefs, and values of teachers influence the curriculum. Peer coaching, cooperative learning, AIDS education, whole language acquisition, teacher empowerment, and other movements in the forefront of education are covered. Issues relating to the architecture of the reform itself are examined. As these issues are treated, considerable effort is made to relate theory to practice so that underlying ideas take on functional utility. Finally, the interactions of the curriculum and the schools' responsibility for socialization are analyzed. As cultural change becomes more pronounced and demographics alter longstanding societal patterns, traditional conceptions of good education may alter. As a consequence of these conditions, curricular decisions are invariably controversial. The essence of these controversies constitutes the heart of the student's study.

Instructional Methods and Materials. Because of the importance of teachers' roles in interpreting curriculum, the study materials review the relationship between teacher in-service education and curriculum modification. Working with the study guide and representative texts and articles from the professional literature, the participant gains an exposure to the major issues underlying current curriculum revision. What are the relative advantages of peer-group teaching and paraprofessional aides? What are the major advantages and disadvantages of behavior modification techniques? To what extent should behavior objectives characterize curriculum planning? These and other questions are pondered in both a theoretical and pragmatic context. During the work sessions with National Lecturers, time is divided between formal presentations and teacher-participant interaction.

Evaluation Process. Evaluation tools include several informal devices and a final examination. In preparing for this examination, participants are encouraged to work with one another to take advantage of resources inherent in the cluster.

National Lecturers: Dale L. Brubaker, Ted Hipple, William Schubert.

EDUCATION POLICY SYSTEMS
LAURENCE IANNACCONE
Senior National Lecturer

General Description. The political dimensions of the school administrator's job have always been important. At this time in our history, as education becomes more decentralized and struggling interest groups become more organized to compete for limited public funds, an understanding of the basic political processes becomes a crucial aspect of educational leadership. This study area analyzes the aspects of education as a political phenomenon. It seeks to give participants analytical skills necessary for effective functioning in various policy systems of the educational enterprise. This is based on the pedagogical assumption that education is a valued commodity in the society and that decisions regarding education are made through processes about which political scientists know a good deal. Participants are introduced to the literature of political science and encouraged to develop skill in borrowing concepts and analytic frameworks, especially as they apply to the role of the school administrator. Concepts such as political symbolism, access and influence, and American federalism are brought to bear on policy formulation and the implementation process in education. Educational policy systems at all levels of government are analyzed with special attention to micropolitical systems of education. Leadership roles within the general arena of education politics are also discussed.

Instructional Methods and Materials. National lecturers develop their presentations around phenomena characterizing specific education policy systems. Each system selected is designed to illustrate and clarify the application of basic concepts to the task of problem analysis and strategy development. Clusters are encouraged to bring representatives of various public policy systems into their discussions in panels, seminars, and dinners. Many clusters find the study area provides excellent opportunities for them to meet members of Congress, school board members, lobbyists, legislative staff members, and state legislators in off-the-record settings.

Evaluation Process. The standard evaluation of participants' competency is based on (1) a two-part examination requiring demonstration of substantive knowledge, and (2) preparation of a paper that requires participants to identify and describe a real problem, analyze the political systems involved, and create a sound intervention strategy based on the analysis. It is also possible for participants to contract for alternative evaluation projects of particular pertinence to them. These projects can be kept confidential if the participant so desires.

National Lecturers: Frank W. Lutz,
Frederick M. Wirt.

EVALUATION
JAMES IMPARA
Senior National Lecturer

General Description. Evaluation is (1) the quality control mechanism for the school administrator, and it also provides a way in which (2) accountability can be demonstrated and in which (3) cost-effectiveness and (4) efficiency can be increased. Because of these benefits and because of the number of evaluation reports that land on the educational administrator's desk and (5) need to be understood and applied where relevant, evaluation skill is a major component in administrative professionalism. Every significant decision made by a school administrator is based on evaluation, however informal; the question is only whether it is done well or poorly.

Evaluation is a discipline that is strongly rooted in common sense, but in the educational domain as in the product domain (where many of us have the Consumers Union do the work for us), it requires an extension of common sense to be really effective. This study area provides the necessary tools and terminology for extending common sense. There isn't a Consumers Union to do the evaluation on our own individual school sites, so we need to be able to teach these skills to others. Some evaluations we can do entirely using our own staff, others—like the National Assessment of Education Progress—are sophisticated technical exercises, and the educational administrator only needs to be able to make sense of them, not do them. For this reason, we focus on learning how to read statistical reports rather than on how to calculate correlation coefficients. One of the texts (originally written for Nova participants) takes the reader to a high level of *consumer* understanding of statistics without containing a single formula.

The main evaluation subareas of interest to the educational administrator are program evaluation—which covers almost any structural or incremental feature of a school, including curriculum evaluation and policy evaluation—and personnel evaluation. A third area, product evaluation, is easier, and there are some resources available about which we inform you. In the course of covering these areas, which take up the first half of the study area time and two of the seminars, we cover many topics that are useful in their own right, such as needs assessment and cost analysis. In the second half, we look at testing, educational measurement in general, and statistics. The evaluation of participants' answers to questions in the evaluation study area exam is treated in some detail, since it is helpful to participants as well as relevant to the evaluation of student work by teachers.

Instructional Methods and Materials. The governing principle is that what is covered must be useful in the ordinary working week of an educational administrator, not of merely

academic importance. Participants are strongly encouraged to ask for demonstrations of relevance to the real world at any point in the discussion that is encouraged at each session. The study guide provides detailed descriptions of study area procedures, including reading to be done before the first session and examples of exam questions, plus comments on the library books as well as the required texts and references. A substantial exercise is set at the first session, to be done before the second one, and discussed there (not for credit, but for practice in the main concepts). Both of the main texts were originally written for Nova participants and are revised in the light of feedback from them. They are supplemented by a small library of essential texts and references, including the relevant professional sets of standards for program and personnel evaluation, many of which will earn a place on the participant's professional reference shelf for the years to come.

Evaluation Process. The assessment is based on performance at a final examination, which covers understanding of basic concepts as well as application to practical examples.

National Lecturers: Richard M. Jaeger, Karen Kirkhart, Donna Sundre.

HUMAN RESOURCE DEVELOPMENT **CHARLES ACHILLES** Senior National Lecturer

General Description. The most vexing problem confronting those who seek to improve educators is one of information overload. School leaders often are inundated by advice from consultants, journals, and colleagues and swamped by district or state rules and regulations.

This study area suggests a strategy for dealing with this quandary. School leaders need a conceptual understanding of human resource development as it can be applied in educational settings. The study area emphasizes the importance for work performance of changes in individual adult development, family situations, and work requirements. School leaders need a set of proven but practical tools for improving educators, most particularly teachers. Seminars and readings stress methods of working with teachers to improve classroom performance. School leaders need an understanding of the legal guidelines that affect working with teachers. Cases are highlighted that describe legal requirements for teacher improvement programs.

The understanding created in these three areas helps school leaders sort out advice from diverse sources and suggests how current district or state educational reforms may provide school leaders with occasions for improvement. Mandated changes such as

entry-year teacher committees, frequent and detailed teacher evaluations, and required inservice training become targets of opportunity for school leaders.

Instructional Methods and Materials. The study guide, readings, and presentations focus on understanding current views of human resource development, teacher improvement, and legal cases that bear on improving educational personnel. Participants will read materials critically and will discuss these with National Lecturers as they pertain to their schools or school districts.

Evaluation Process. Participants are required to write a paper. The paper may use materials presented either to critique an existing human resource development plan in a school district or school or to create a human resource development plan for a school district or school. The paper should focus on the improvement of educators.

National Lecturers: Sam Harben, Edward Iwanicki

MANAGEMENT AND SUPERVISION **ULYSSES VAN SPIVA** Senior National Lecturer

General Description. This study area emphasizes development and analysis of administrative and supervisory skills and behavior. The terms "management" and "supervision" are used in preference to "administration" because they focus on the responsibility of school administrators to direct school resources to the improvement of children's education and because the National Lecturers focus on the role of the school leader within a societal context. They do not consider such questions as time management or cardinal administrative principles. They do discuss general concepts derived from organizational theory, personnel management, and decision theory within a framework of organizational leadership. They examine intrinsic rewards associated with teaching, group processes, interpersonal relations, understanding personalities, and current trends/issues in education administration.

Decision-making skills such as planning technology and information systems form one focus of the study area, which is developed in accordance with the special concerns of each cluster. Mobilizing resources and support is addressed, including such aspects as relationships with school boards, risk taking, change and resistance to change, and communication with a variety of publics. Administrative skills form a third focus of the study area. Delegation, personnel management, and staff development are discussed under this heading. The National Lecturers assist participants in

Practicums



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Program Professor



JOAN MIGNEREY
Program Professor



RON NEWELL
Program Professor



SHARON SANTILLI
Program Professor



JULIE BANCROFT
Secretary



MOISETTE HORNBROOK
Secretary

General Description

Practicums

Parallel with the study areas and extending through the three years of doctoral work, a problem-solving project, a practicum, is required of all Ed. Leaders participants. A practicum is a research-based, problem-solving project executed in a school or school system setting designed to improve some aspect of education. The process is learned and applied during the first year of program experience in a three-session seminar called Practicum Research. As an outgrowth of Practicum Research, a concept paper is written and a proposal planned. The process requires participants to identify real problems within their work settings, gather needs documentation to demonstrate the reality and magnitude of the problems, devise strategies for resolution of the problems, implement the strategies in a pilot study format, and assess the impact of the intervention in relation to originally projected objectives.

A practicum has the following features:

1. It is an applied research undertaking that includes planning (proposal development), implementing, evaluating, and reporting.
2. It must include action components designed to achieve measurable results in the problem situation; it cannot involve only studying a problem or planning an intervention.
3. The applied research practicum is designed for a specific educational site where practicum managers identify and document problems that directly relate to target groups (subjects) within their areas of professional responsibility.
4. The practicum also must focus on developing leadership skills of practicum managers in all stages from planning to reporting.

During the second and third program years, participants must pursue the same process in executing a practicum. Using the outcomes of the pilot study, participants revise the original proposal into a year-long project plan (actual implementation time depends on the nature and complexity of the problem or opportunity). The development of the revised proposal is guided by a three-member doctoral committee.

In planning and executing their practicums, participants work toward fulfillment of the goals they share with the program: To advance the standards of education by means of verified, documented changes in the school system in which they work; to enlarge their repertoire of leadership competencies; to extend their project management and evaluation abilities; and to acquire applied research skills.

Like dissertations, conference papers, and research articles, practicum reports are disseminated through a variety of channels appropriate to their content. Participants are encouraged and supported in their efforts to prepare their practicum documents for conference presentations and as papers submitted to state, regional, organizational, and national research journals and other publications.

The kind and level of interests experienced through this involvement enhance the evaluation functions of Summer Institutes and provide Nova staff with a compendium of participant views and attitudes.

Each Nova participant must attend two Summer Institutes during his or her involvement in the program. Attendance at all sessions and residence at the Summer Institute hotel are required. Participants are responsible for their own travel and living expenses. Summer Institutes are held in South Florida, Washington, D.C., and in the western states.

The Summer Institute

The purpose of the final element in the instructional program, the Summer Institute, is to provide a national perspective for participants—one of the major goals of the program.

Summer Institutes are held for seven days each summer and provide a national forum for the program. Daily meetings, discussions, and presentations provide opportunities for face-to-face sharing of experience, expertise, and views on matters of primary concern to school communities across the nation. Resource people are brought in, not just to lecture formally, but also to be available for individual discussions with participants. Participants meet with individuals and share ideas that are shaping education and society. Interaction of participants and achievement of a national perspective are fostered through the mechanism of national clusters—a regrouping of local cluster members into an array of working teams. A diversity of regional, cosmopolitan, and local views is thus brought to bear on issues and problems. National clusters foster collegial relationships among participants across the boundaries of their local clusters.

The themes and activities of the meeting change from year to year, but procedures for maximum participation have become a tradition. Participants contribute to the identification of relevant topics and selection of presenters. They meet and introduce the presenters, chair discussions, and organize and direct the activities of national clusters or task groups.

Withdrawal and Reentry

This program is designed as a continuous enrollment program. However, participants occasionally encounter personal or professional situations that make it impossible for them to complete the program within the time permitted. When these circumstances arise, withdrawal can be requested. Withdrawal and reentry procedures are as follows:

1. The participant must contact the program director, in writing, to request withdrawal.
2. The request should contain a description of the conditions necessitating the withdrawal.
3. The period of withdrawal must be at least six months and may not exceed 24 months.
4. Upon withdrawal, program services are no longer available.
5. The participant must contact the program director, in writing, to request reentry.
6. The Program's Executive Committee will act on the participant's request for reentry. Reentry provisions are designed to accommodate participants who are unable to handle program demands at a given point in time. Reentry is not granted to participants who are simply unable to meet the requirements of the program. The decision of the Executive Committee is final and may not be appealed.

If a participant remains on withdrawal status for fewer than five years but more than two years, reentry will be considered on a case-by-case basis.

If a participant remains on withdrawal status for five or more years, he or she must begin the program anew.

Monitoring Program Progress

Failure to complete requirements in a satisfactory and timely fashion results in termination from the program. There are four periods in which participants' work is reviewed and a formal decision is made about their continuing in the program.

The first review occurs at the conclusion of 9 months. At this point all work required for Practicum Research must be completed. Persons who have not successfully completed all Practicum Research assignments at the end of 12 months are subject to termination.

Second, after 21 months in the program, all participants' work is reviewed. If the quality of work produced leads to the conclusion that the participant is unlikely to complete the program, he or she will be subject to termination. Participants terminated at the end of 24 months may appeal for reinstatement.

The third point at which participants' performance is formally reviewed and a judgment made about continuation or termination is at the 33rd month in the program. At this point, participants are expected to be on schedule with study areas, to have completed the practicum proposal, and to have received credit for at least one Summer Institute. Participants terminated at the end of 36 months may appeal for reinstatement.

At the conclusion of 48 months in the program, a fourth review is conducted. Participants so deficient in meeting program requirements that they may not be reasonably expected to complete all components of the program within 6 months are terminated.

Termination

The program reserves the right to terminate participants at any time if it becomes obvious that they are not able to satisfy the program's intellectual requirements or if their academic behavior is reprehensible (e.g., cheating, plagiarizing, misrepresenting oneself).

Placement Services

The Office of Alumni Relations will provide a credential file-forwarding service, if requested. The University does not maintain a placement office, nor does it guarantee employment upon completion of a degree.

Alumni Association

Nova University has an active Alumni Association that is a division of the Office of Development. The association is organized on three levels—local, state, and national—that work in concert to provide special programs and other services that promote the professional and intellectual growth of graduates and that maintain communications between graduates and the University. A credentials file service is also offered. Additional information can be obtained from the Office of Alumni Relations.

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Awards

Kathleen Cooper Wright School Improvement Award A prominent feature of practicum work is the awarding of the Kathleen Cooper Wright School Improvement Award. Conferred since 1980 in recognition of outstanding achievement during the previous year in serving the educational needs of children and the professional needs of staff members by means of a practicum project, this honor has been bestowed since July 1986 in remembrance of former Practicum Advisor Dr. Kathleen Cooper Wright.

Practicum faculty members make an initial selection of the three or more practicums that most effectively reflect the goals of the program's practicum component. Criteria for this selection include power of the practicum design, quality of reporting, and educational significance of the work.

Designation of the award winner from among the finalists is made by a panel of noteworthy persons with no direct responsibilities for program operations. These judges are chosen each year to provide a national perspective and professional viewpoints that will assure the validity of the award decision.

Herbert A. Drew, Jr. Memorial Award for Excellence in Education

This award was established by the family and friends upon the death of Herbert A. Drew, Jr., Cluster Coordinator of the Boston Clusters. Each year an award is given to a recent graduate who has made an innovative contribution to the school or school district in which he or she works.

National Ed.D. Program for Educational Leaders Advisory Board

The Advisory Board of the National Ed.D. Program for Educational Leaders has a unique and important responsibility: to help assure that the program continues to provide quality graduate education centered on the needs of contemporary school administrators.

The board provides advice about curriculum, policies and procedures, program development, and representation of the program to the educational community. The board generally meets twice each year, once in conjunction with AASA and again at the time of the Summer Institute.



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ROBERT "BUD" SPILLANE
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In Remembrance

The National Ed.D. Program for Educational Leaders has lost the services of some key people through their deaths. Fifteen persons who provided leadership to the program and contributed to the intellectual growth of many participants warrant continuing recognition.

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National Advisory Board

DR. ROBERT BLANCHARD
National Advisory Board

DR. HERBERT A. DREW
Cluster Coordinator

DR. MARIO FANTINI
National Lecturer

DR. JAMES GALLAGHER
Cluster Coordinator

DR. WALTER GARMS
National Lecturer

DR. SAM KAYLIN
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DR. BERT KLEIMAN
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DR. JAMES MACDONALD
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DR. GORDON McANDREW
National Lecturer

DR. DAVID MINAR
National Lecturer

DR. MARK SHEDD
National Advisory Board

DR. JOHN THURBER
Cluster Coordinator

DR. RICHARD WILLARD
National Lecturer

DR. KATHLEEN WRIGHT
Practicum Faculty

Learning Resources

Library Resources

The Albert and Birdie EINSTEIN LIBRARY, located in the Parker Building, houses the University's major collection of books and journals. Its more than 138,000 volume equivalents can be searched through the library's computer catalogue, considerably more sophisticated than the traditional card catalog. Also, more than 25 specialized indexes in CD-ROM format are available, as is dial-up access to the on-line catalog.

The Einstein Library is equipped to perform on-line literature searches using DIALOG information databases, and reference librarians will assist students in structuring searches.

The library is a member of SEFLIN AND FLIN, cooperative library networks that speed access to materials from other institutions throughout Florida. The Einstein Library has also been named a cooperating library of the Foundation Center in New York, giving students access to a special collection for grants and foundation research.

Through the Off-Campus Library Services Office (OCLS), students off campus have access to books, journal articles, Educational Resources Information Center (ERIC) documents, interlibrary loans, database searches, and reference librarians specializing in services to remote student locations. Students may request materials 24 hours a day, using mail, phone, FAX, or home computer. To contact OCLS by phone call (800) 541-6682, Ext. 7050, 7508, or 7388.

Nova's Information Retrieval Services (IRS) was recently merged with the OCLS. The entire microfiche collection of ERIC, more than 300,000 documents, will be available to students during the same extended hours that the library is open. The OCLS also houses a microfiche collection of students' practicums and major applied research projects from the Abraham S. Fischler Center for the Advancement of Education of Nova University.

The UNIVERSITY SCHOOL MEDIA CENTER has an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school.

The William Springer RICHARDSON LIBRARY, at the Oceanographic Center at Port Everglades, houses a specialized collection of books and periodicals related to research in physical, biological, and chemical oceanography.

The LAW LIBRARY is in the Leo Goodwin, Sr., Hall. The library collection, now more than 254,000 volumes and volume equivalents, contains the standard materials required for legal

study and research: English, American, and state periodicals, treatises, and looseleaf services. In addition, the library includes extensive materials in the areas of taxation, land use planning, and international law. It is one of the few collections designated as a depository for United Nations documents. It is also designated as a depository for state and federal documents.

Center for Media and Technology

Consisting of a TV studio equipped to video a graphics room, the center provides media production services for students and faculty. The video recording facilities of the studio are used regularly as a means of enriching student learning.

Computing Facilities

The University's Computing Facility provides data processing services for meeting the instructional, research, and administrative needs of the University. The central site is located on campus in the Mailman-Hollywood Building.

Access to the facility is through terminals and other computer systems located both on the main campus and at the Port Everglades site. Time-sharing services are available through the local telephone system. This facility is available to qualified students and faculty for research and for the computer-oriented course work.

Textbooks

Nova Books is located on the main campus in the Rosenthal Student Center and carries all the required books for courses at Nova University. Students located throughout the United States and Canada can order their texts via telephone (800) 541-6682, Ext. 4750 (United States); (800) 554-6682, Ext. 4750 (Canada); or FAX (305) 476-4759.

The Code of Student Conduct and Academic Responsibility

Purpose: This code seeks to promote high standards of academic integrity by setting forth the responsibilities of students as members of the University community. Abiding by the code ensures a climate wherein all members of the University community can exercise their rights of membership.

Nova University Statement of Academic Rights and Responsibilities

Nova University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- The rights of personal and intellectual freedom, which are fundamental to the idea of a university;
- A scrupulous respect for the equal rights and dignity of others; and
- Dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

Students are responsible for obtaining, learning, and observing the established University and center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution as well as those of Broward County and the State of Florida. All members of the community should inform the appropriate official of any violation of conduct regulations.

A. Academic Standards

The University expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The academic honesty standards include:

1. **Original Work.** Assignments such as course preparations, exams, texts, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another author, but if that is the case, those ideas or words must be indicated in a manner consistent with a University-recognized form and style manual.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination.

2. **Referencing the Works of Another Author.** All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgement be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (A) (1) or (A) (2) is considered plagiarism at Nova University.

3. **Tendering of Information.** All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

4. **Acts Prohibited.** Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

Violations of academic responsibility include, but are not limited to:

- a. Plagiarism;
- b. Any form of cheating;
- c. Conspiracy to commit academic dishonesty;
- d. Misrepresentation;
- e. Bribery in an attempt to gain an academic advantage;
- f. Forging or altering documents or credentials; and
- g. Knowingly furnishing false information to the institution.

5. **Additional Matters of Ethical Concern.** Where circumstances are such as to place students in positions of power over University personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

B. Conduct Standards

1. Students should not interfere with the rights, safety, or health of members of the University community nor interfere with other students' right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:
 - a. Theft;
 - b. Vandalism;
 - c. Disruptive behavior;
 - d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
 - e. Possession, transfer, sale, or use of illicit drugs;
 - f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
 - g. Violations of housing regulations;

- h. Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
- i. Threats of or actual damage to property or physical harm to others;
- j. Nova University prohibits any activity that may be construed as hazing. "Hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university; and
- k. Failure to pay tuition and fees in a timely manner.

2. Students must have authorization from the University to have access to University documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

C. Supplementary Standards

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The University and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code.

D. Violations

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic conduct or supplemental standard violations. Any student found guilty of a violation of the academic, conduct, or supplemental standards will be subject to disciplinary action, including expulsion from the University.

Student Code of Computer Ethics

Student users of Nova University's computer systems are subject to all applicable federal, state, and international computer laws. A copy of the Florida Computer Crimes Act and referenced Florida State Statutes may be examined online or in a student's academic program office.

Nova University provides computer systems with access to hardware, software, and networks to enhance academic experience. Ethical conduct by students in the use of this technology is the same as in all other areas of University life and it is of equal importance. All students are expected to abide by the Nova University Code of Student Conduct and Academic Responsibility.

For more detailed information on Nova's Student Code of Computer Ethics, please consult the National Ed.D. Program for Educational Leaders Participant Handbook.

Drug-Free Schools and Campuses

In order to comply with the Drug-Free Schools and Communities Act (Pub. L. No. 101-226, Title 34 C.F.R., part 86), Nova University has adopted the following policy for all work place, school, campus, and field-based programs.

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs* and the abuse of alcohol are prohibited in and on Nova University owned or controlled property and as a part of any of its activities. No Nova University employee or student is to report to work or school while under the influence of illicit drugs or alcohol.

For more detailed information on this policy, please consult the program's Participant Handbook.

Privacy of Records

Nova University maintains a system of records that includes application forms, letters of recommendation, admission test scores, and transcripts of students' previous academic records and performance while in residence. These records are available for review by present and former students upon written request to the registrar's office. However, the registrar will not release transcripts of students' academic records until all their accounts, both academic and nonacademic, have been paid.

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information:

a) student's name; b) dates of attendance; c) degree and awards received. Requests for such information must be submitted in writing

to the registrar. The University reserves the right to refuse the above information if the reason for the request is not considered to be a sufficient need to know.

Any student or parent not wishing to have this information disclosed should notify the Office of the University Registrar in writing prior to September 1 of the relevant school year.

A person does not have the right of access to educational records until he or she has been admitted to and has actually begun attending Nova University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents' federal income tax forms.

Parents or eligible students will be provided a hearing by the University if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record.

If the students or parents are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party, the students or parents may file a complaint with the U.S. Department of Education.

Reservation of Power

Nova University reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the University and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

Grievances

When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. Grievance procedures are explained in the National Ed.D. Program for Educational Leaders Participant Handbook.

International Students

International students who intend to reside in the United States and who are required to obtain an I-20 **must** be full-time, degree-seeking students and **must** attend the main campus in Fort Lauderdale, Florida. For further information, contact the International Student Advisor, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 370-5695.

Veterans' Benefits

All programs described in this catalog are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 370-5685.

Policies Governing Student Relations

General

Nova University has established specific policies, procedures, and guidelines defining its relationship with its students. The term student as used in this catalog defines the student or parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue Code.

Institutional and Academic Information

Nova and its composite academic units periodically publish bulletins or catalogs describing Nova and its academic programs. These bulletins are available to enrolled and prospective students through the various admissions offices associated with the academic units or from the Office of the University Registrar. Each academic unit, group of units, and/or the University Registrar maintains at least one full-time employee to assist all students in obtaining information.

Nondiscrimination

Nova fully subscribes to and practices a policy of nondiscrimination in admissions and enrollment. No applicant or enrolled student shall be discriminated against because of race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin. The University Registrar is designated as the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.

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J. DONALD STANIER
Assistant Dean, Center for the Advancement
of Education
B.A. Duquesne University
M.Ed. Towson State University
Ph.D. University of Pittsburgh

LINDA SWAILS
Director of Administrative Operations,
Center for the Advancement of Education

ALLAN S. TYLER
Program Professor, GEM Program
B.S. University of Southern Mississippi
M.Ed. University of South Alabama
Ph.D. University of Southern Mississippi

SHELLEY VICTOR
Coordinator, Communication Disorders Clinic,
LaBonte Institute for Hearing, Language,
and Speech
B.A. State University of New York
at Stony Brook
M.A. University of Miami

NOREEN WEBBER
Program Professor of Education,
Ed.D. Programs in Child and Youth Studies
A.B. Emmanuel College
M.Ed. Boston State College
M.S.W. Boston College of Social Work
Ph.D. Nova University

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Nova University Degree Offerings

Doctoral and Professional Degrees

- Doctor of Business Administration in:
Accounting (D.B.A./Acc.)
Business Administration (D.B.A.)
Finance (D.B.A./Fin.)
Human Resource Management (D.B.A./H.R.M.)
International Management (D.B.A./I.M.)
Marketing (D.B.A./Mkt.)
- Doctor of Education (Ed.D.) in:
Adult Education
Child and Youth Studies
Computing and Information Technology
Computer Education
Educational Leadership
Health Care Education
Higher Education
Vocational, Technical, Occupational Education
- Doctor of International Business Administration (D.I.B.A.) in:
International Business Administration
- Doctor of Science (Sc.D.) in:
Computer Science
Information Science
Information Systems
Training and Learning
- Doctor of Philosophy (Ph.D.) in:
Clinical Psychology
Family Therapy
Oceanography
- Doctor of Psychology (Psy.D.) in:
Clinical Psychology
- Doctor of Public Administration (D.P.A.) in:
Public Administration
- Juris Doctor (J.D.) in:
Law

Specialist Degrees

- Educational Specialist (Ed.S.) in:
Computer Education
Computer-Based Learning
Education

Master's Degrees

- Executive Master of Business Administration in Banking (M.B.A./Ex.) in:
Business Administration
- Executive Master of Business Administration in Real Estate Development and Management (M.B.A./R.E.) in:
Business Administration
- Master of Accounting (M.Acc.) in:
Accounting
- Master of Business Administration (M.B.A.) in:
Business Administration
Financial Services Management (M.B.A./F.S.M.)

- Master of International Business Administration (M.I.B.A.) in:
International Business Administration
- Master of Public Administration (M.P.A.) in:
Public Administration
Public Administration/Coastal Zone Management
Public Administration/Environmental Resources Management
- Master of Science (M.S.) in:
Child and Youth Care Administration
Child Care Administration
Coastal Zone Management
Computer-Based Learning
Computer Information Systems
Computer Science Education
Education
Elder Care Administration
Family Support Studies
Family Therapy
Gerontology
Health Services Administration
Human Resource Management
Human Services
Information Systems
Information Technology and Resource Management
Management of Quality and Technology
Marine Biology
Mental Health Counseling
School Guidance and Counseling
Speech-Language Pathology
Training and Learning
- Master of Arts (M.A.) in:
Liberal Studies

Bachelor's Degrees

- Bachelor of Science (B.S.) in:
Accounting
Administrative Studies
Applied Professional Studies
Business Administration
Community Psychology
Computer Engineering
Computer Information Systems
Computer Science
Computer Systems
Elementary Education
Exceptional Education
General Psychology
General Studies
Hospitality Management
Legal Studies (prelaw)
Life Sciences (premedical)
Ocean Studies
Professional Management
Secondary Education
- Bachelor of Arts (B.A.) in:
Liberal Arts

The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova University. Regulations and requirements, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The University further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon discovery of the fraud, and the student is not entitled to any credit for work that he or she may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition or fees. The balance due Nova University will be considered receivable and will be collected.

A transcript of a student's academic record cannot be released until all of his or her accounts, academic and nonacademic, are paid.

Any Nova University student has the right to inspect and review his or her educational record. The policy of the University is *not* to disclose personally identifiable information contained in a student's educational record without prior written consent from the student, except to University officials, to officials of another school in which the student seeks enrollment, to authorized representatives of federal or state agencies, to accrediting organizations, to parents of dependent students, under judicial order, to parties in a health or safety emergency, or when verifying graduation with a particular degree.

A student also has the right to petition Nova University to amend or correct any part of his or her educational record that he or she believes to be inaccurate, misleading, or in violation of the privacy or other rights of students. If the University decides it will not amend or correct a student's record, the student has a right to a hearing to present evidence that the record is inaccurate, misleading, or in violation of the privacy or other rights of students.

If these rights are violated, a student may file a complaint with the Department of Education. A student may obtain a copy of the Educational Privacy Act policy by requesting it in writing from the Office of the University Registrar, Nova University, Parker Building, 3301 College Avenue, Fort Lauderdale, Florida 33314. A schedule of fees and a listing of the types and locations of educational records are contained in this policy.

Nova University does not discriminate on the basis of handicap, sex, race, religion, or national or ethnic origin in admission, access, or employment for any of its programs and activities. The University registrar and director of human resources have been designated as student and employee coordinators, respectively, to assure compliance with the provisions of the applicable laws and regulations relative to nondiscrimination.

The school is authorized under federal law to enroll nonimmigrant alien students.

The Nova University general policies on student relations are on file in the Office of the University Registrar.

Nova University programs are approved for the training of veterans and other eligible persons by the Bureau of State Approval For Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 370-5685.

Application and Admissions Packet

The following materials may be torn out of the catalog and used by those who wish to apply for admission to the National Ed.D. Program for Educational Leaders. Included here are:

- A graduate admissions application
- Three admissions recommendation forms
- One transcript request form

NOVA UNIVERSITY
 ABRAHAM S. FISCHLER CENTER
 FOR THE ADVANCEMENT OF EDUCATION
 National Ed.D. Program for Educational Leaders
 3301 College Avenue
 Fort Lauderdale, Florida 33314
 (305) 475-7363
 (800) 986-3223, Ext. 7363 (United States and Canada)

OFFICE USE ONLY

S-PR	CLUSTER CODE
AC-GST	801
AA-X	EDL
AT-GRM	

APPLICATION

To the applicant: We welcome your application to this unique program. We have tried to design our application procedure in such a manner that you will learn more about the program and its goals while you provide necessary information about yourself. If at any point you are uncertain about the goals of the program or about the application process, you are encouraged to write or phone the program office, (800) 986-3223, Ext. 7363.

To complete the application process, please:

1. Complete, sign, and mail this **application** (four pages) to the address below.
2. Include, with the application, a **check for \$40** (nonrefundable application fee in U.S. funds) made out to Nova University.
3. Provide a copy of your **state administrative certificate** (photocopy acceptable).
4. Arrange to have your **official master's degree transcript** mailed directly to Admissions, FCAE, National Ed.D. Program for Educational Leaders, validating completion of your degree.
5. Complete, sign, and give the **three recommendation forms** to your colleagues (see instructions in this application for recommendation process).
6. **Writing sample** and **interview** with a staff member (see instructions with this application).

Residents of South Carolina and Georgia must adhere to additional admission requirements. See the state supplement in the catalog. All documents **must** be originals with original signatures unless otherwise noted.

All materials related to your application should be sent to:

Admissions, FCAE, National Ed.D. Program for Educational Leaders
 Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314.

Cluster Location Preferred: _____ Preferred Start Date: _____

Soc. Sec. No.: _____ Gender: () M () F Date of Birth: _____
 Month Day Year

Legal Name: Last First Middle Initial Maiden Name (if applicable)

Name You Prefer Us to Use for Your Records: _____
 (if different from above)

Legal/Permanent Address (line 1) Street Apt. No.

Legal/Permanent Address (line 2)

City State Zip Code

Home Phone: () Business Phone: ()

Emergency Contact:

Name Relationship

Address Home Phone Business Phone

Please list all colleges and universities attended and **have an official master's degree transcript mailed to:**

Admissions, FCAE, National Ed.D. Program for Educational Leaders
Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314.

Name of College	State	Start Date Mo/Yr	End Date Mo/Yr	Major Field/Area	Type of Degree (M.A., M.Ed.)	Conferred Date Mo/Day/Yr
		/	/			/ /
		/	/			/ /
		/	/			/ /
		/	/			/ /
		/	/			/ /

FINANCIAL AID:

Have you applied for financial aid? ☐ Yes ☐ No

Have you filed a College Scholarship Service Financial Aid Form (F.A.F.)? ☐ Yes ☐ No

If yes, when was the F.A.F. sent to Princeton, New Jersey? _____
Date

CITIZENSHIP STATUS:

- ☐ U.S. citizen
☐ Nonresident alien
☐ Resident alien

INTERNATIONAL STUDENTS:

Do you require an I-20? ☐ Yes ☐ No

If you have a visa, indicate status code: _____

Country of citizenship: _____

Native language: _____

Resident alien students are required to submit a copy of their alien registration card. For more information, contact the International Student Office at Nova University, (305) 370-5695.

ETHNIC ORIGIN DATA (this information is requested for reporting purposes only):

Check one of the following:

- | | |
|---|--|
| <input type="checkbox"/> White (not of Hispanic origin) | <input type="checkbox"/> Asian or Pacific Islander |
| <input type="checkbox"/> Black (not of Hispanic origin) | <input type="checkbox"/> American Indian or native Alaskan |
| <input type="checkbox"/> Hispanic origin | <input type="checkbox"/> Other |

STATUS:

First Time Applying to Nova University? ☐ Yes ☐ No

If No, Previous Program: _____ Dates of Attendance: _____

EMPLOYMENT INFORMATION:
General Information

Employer: _____

Name of School: _____

School Address: _____

(City) (State) (Zip Code)

Please check one:

Elementary: _____ Middle: _____ High School: _____ Other: _____

Special School (describe): _____

Grade Levels in School: _____

Applicant's Position and/or Title: _____

Number of Subordinates: _____ Budget for Which You Are Responsible: \$ _____

Immediate Supervisor: _____ () _____
Name Title Phone

Enrollment of Your School: _____ School System: _____

Most Recent Professional Positions and Dates:

_____ (19____ - present)

_____ (19____ - 19____)

_____ (19____ - 19____)

Job Description

The National Ed.D. Program for Educational Leaders is designed for educators in administrative positions. If your title clearly denotes an administrative position (e.g., building principal, assistant superintendent), you need not submit a job description. If there is any doubt whether your position would be classified primarily as an administrative one, you should submit an **official** school district or system job description (signed by the Assistant Superintendent or Superintendent who supervises the area for which you are responsible) outlining your administrative responsibilities (in detail), including the percentage of time spent in your administrative role. An official job description should be attached to this application.

LETTERS OF RECOMMENDATION:

Identify the three persons you have asked to write letters of recommendation on your behalf (see forms). At least one of the three individuals should be your immediate supervisor or someone to whom you report.

1. _____ () _____
Name Title Phone

2. _____ () _____
Name Title Phone

3. _____ () _____
Name Title Phone

PERSONAL EXPECTATIONS:

Administrators seek to earn a doctoral degree for many reasons, some noble, some practical. What social and personal gain do you foresee as a result of completing your doctoral studies?

Collectively, the program's study areas are designed to provide substantive knowledge, enriched perspectives, and leadership skills. Please indicate in a few sentences what you hope to gain from any one (specify which) of the study areas.

Program practicums are actions undertaken to improve an education "system" —efforts at systematic problem solving. Please list three or four problems, from your work setting, in which you might wish to intervene as part of your practicum experience.

ACKNOWLEDGEMENT OF PROGRAM REQUIREMENTS:

I understand that the requirements for the program include passing each of the study areas, successfully completing two practicum experiences, and attending (for credit) two summer institutes. I understand that the execution of the practicums in the context of the program will require my conceiving and implementing two systematic action plans to improve an educational "system" or "subsystem" in my work setting.

I understand that all program admission requirements must be met and that I must be approved for admission prior to registration at the first scheduled cluster session. If admission is not approved prior to the first scheduled cluster session, I will **not** be eligible to register.

I declare that the above information is complete and accurate, to the best of my knowledge. I agree to abide by all rules and regulations of Nova University and the National Ed.D. Program for Educational Leaders outlined in the program catalog.

Signature: _____ Date: _____

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University practices a policy of nondiscrimination in employment and admission. Nova University does not discriminate on the basis of race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin.



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(305) 475-7363
(800) 986-3223, Ext. 7363 (United States and Canada)

LETTER OF RECOMMENDATION

THIS FORM MUST BE SIGNED BY BOTH THE APPLICANT AND THE PERSON MAKING THE RECOMMENDATION.

Name of Applicant: _____

Address of Applicant: _____

Street

City

State

Zip Code

The person named above is seeking admission to an Ed.D. Program designed exclusively for school administrators. In preparing your recommendation please verify, if appropriate, the present administrative position of the applicant. Also, address the leadership potential of the applicant and, to the best of your ability, the likelihood of the applicant's succeeding in a program requiring a considerable amount of independent study and serious academic work. Do not complete the recommendation if the waiver below has not been signed by the applicant. If you write a separate letter, you must complete the information on this form and attach the letter. Do not return this form to the applicant. Please mail the statement directly to Admissions, FCAE/National Ed.D. Program for Educational Leaders, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314. Use the reverse side of this form if you need additional space. Thank you.

Applicant to Complete:

Information Waiver to be completed by applicant before giving it to source of reference. Pursuant to the Family Education Rights and Privacy Act (Buckley Amendment) enacted on December 31, 1974, I DO _____, I DO NOT _____ waive the right to inspect and review this completed recommendation.

Applicant's Social Security Number

Applicant's Signature

The person writing the recommendation letter must complete the following section:

Signature _____

Date _____

Name _____

Position _____

Address _____
type or print

Telephone _____

Street

City

State

Zip Code

Please make a photocopy of this letter for your records.



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Position _____

_____ type or print

Address _____

Telephone _____

Street

City

State

Zip Code

Please make a photocopy of this letter for your records.



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National Ed.D. Program for Educational Leaders

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Address of Applicant: _____

Street

City

State

Zip Code

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Applicant's Social Security Number

Applicant's Signature

The person writing the recommendation letter must complete the following section:

Signature _____

Date _____

Name _____

Position _____

Address _____
type or print

Telephone _____

Street _____

City

State

Zip Code

Please make a photocopy of this letter for your records.

TRANSCRIPT REQUEST FORM

To Be Completed By Student

To request that a transcript be sent from your former college or university to Nova University, fill in the blanks in this section and the transcript transmittal form below.

Dear Alma Mater:

Please send to Nova University an official transcript of the academic work I completed while attending your institution. The transcript transmittal form below should accompany the transcript.

- A. I attended your college or university from _____ to _____
- B. While in attendance, my name on your records was

Last	First	Middle/Maiden
------	-------	---------------

- C. My student identification number was _____

Thank you for your assistance.

Sincerely,

Signature

TRANSCRIPT TRANSMITTAL FORM

Dear Alma Mater: Please return this form with the transcript. Thank you.

Name _____

Last	First	Middle/Maiden
------	-------	---------------

Address _____

Street and Number

City	State	Zip
------	-------	-----

Social Security No. _____/_____/_____ Date _____

PLEASE SEND COPY TO: Attn. Stephanie Pasko
FCAE/National Ed.D. Program for Educational Leaders
Admissions
3301 College Avenue
Fort Lauderdale, Florida 33314



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